



Name Scarborough, Library Sc, Connaught, PHE heads



Principal-designate Campbell



Dean-designate Halpenny



Director-designate Wilson



Director-designate Daniel

The Board of Governors yesterday approved the following appointments upon the recommendation of Acting President John H. Sword:

PROF. D. RALPH CAMPBELL, Political Economy, to be Principal of Scarborough College, succeeding A. F. Wynne Plumptre, who retires at the end of the current academic year.

DR. ROBERT J. WILSON, Associate Director of Connaught Medical Research Laboratories, to be Director upon the retirement from the position of Dr. J. K. W. Ferguson.

DR. FRANCES HALPENNY, General Editor, Dictionary of Canadian Biography, to be Dean of the Faculty of Library Science, in succession to R. Brian Land, who is returning to teaching responsibilities after seven years as Director of the School of Library Science and latterly as Dean of the recently named Faculty. For an interim period Dr. Halpenny will continue her editorial work on the Dictionary.

DR. JURI V. DANIEL, Associate Professor and Academic Secretary, School of Physical and Health Education, to be

Director of the School and Professor of Physical and Health Education, upon the retirement of Dr. J. Harry Ebbs as Director.

All of the appointments will become effective on July 1.

Prof. Campbell

Born on a farm near Belleville, Ont., in 1918, Donald Ralph Campbell was a full-time farmer for five years after completing Grade 13. He was a pilot in the Royal Canadian Air Force in the Second World War and won the Distinguished Flying Cross and Bar.

After his war service, he enrolled in the University of Toronto, was president of University College Literary and Athletic Society, won seven scholarships, and took his B.A. in 1949. Awarded a Rhodes Scholarship, he earned a second B.A. at Oxford, and his M.A. seven years later.

His first teaching appointment was as lecturer at the Ontario Agricultural College, Guelph, where he was on staff from 1951 to 1962, rising to the rank of professor and head of the Department of Agricultural Economics. After a year as Ford Foundation consultant and acting director of planning for the Hashemite Kingdom of Jordan, he was appointed professor of economics at the University of Toronto. From 1964 to 1968 he was Associate Dean of Arts and Science and in 1968-69 chairman of the Presidential Advisory Committee on Disciplinary Procedures. For the past two years Prof.

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On leave to Harvard, Peking, Metro



Prof. T. A. Wilson



Prof. W. G. Saywell



Prof. R. M. Soberman

Leave of absence from their University of Toronto duties has been granted by the Board of Governors to the following:

PROF. THOMAS A. WILSON, Director of the Institute for the Qualitative Analysis of Social and Economic Policy, who will spend the academic year 1972-73 at Harvard University in the Mackenzie King Chair in Canadian Studies. Former President Claude Bissell was the first holder of this appointment, in 1967-68.

PROF. WILLIAM G. SAYWELL, the Chairman, Department of East Asian Studies, who will take up an appointment in 1972-73 with the Canadian Embassy in Peking as "Sinologist" — a unique position, believed to be the first and only one of its kind at a Western embassy since the People's Republic of China was established in 1949.

PROF. RICHARD M. SOBERMAN, Director, Centre for Urban and Community Studies, who for the next two years will

direct a major review of the Metropolitan Toronto Transportation Plan.

Prof. Thomas A. Wilson

Thomas Arthur Wilson received his B.A. degree in economics from the University of British Columbia in 1957, and his A.M. and Ph.D. in the same discipline from Harvard in 1959 and 1961 respectively. While at UBC he won two undergraduate scholarships and an award, and graduated as a Woodrow Wilson Fellow. He received a Harvard University Scholarship in 1958 and a Ford Foundation Pre-doctoral Fellowship in 1959.

Prof. Wilson's first teaching experience was as a part-time teaching assistant at UBC in his final two years. He was an instructor and a teaching fellow at Harvard and an assistant professor there from 1962 to 1967, during which time he spent part of a term as visiting professor at the University of Western Ontario.

In 1967 Prof. Wilson joined the Department of Political Economy and subsequently succeeded Dr. Douglas Hartle as director of the Institute for Quantitative Analysis of Social and Economic Policy, which was established to bring together various projects at U of T that are concerned with the analysis of economic and social policy and which use common quantitative analytical tools.

In addition to his academic work, Prof. Wilson has been an economist consultant to the United States Treasury and research supervisor and consultant to the Royal Commission on Taxation.

Prof. Saywell

After attending elementary and secondary schools in British Columbia, William G. Saywell enrolled as an undergraduate at University of Toronto. He entered Graduate School as a Woodrow Wilson Fellow and took his M.A. and Ph.D., as well as his B.A., at this University.

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ADVICE TO COU

A memorandum by Dr Sword & Dr Eastman

Copies of the response from the Council of Ontario Universities to the draft report of the Commission on Post-Secondary Education are being distributed to U of T departments. The document represents many hours of discussion and weeks of work in the difficult pursuit of an acceptable consensus among the fourteen provincially-assisted universities.

Members of this University may be interested in reading a contribution that was submitted to COU in the course of the discussions by Dr. J. H. Sword and Prof. H. C. Eastman, the representatives of this University on COU, even though it had only minor influence on the final version of the COU response.

Re: Alternative structure to Wright proposal:

(1) Among the various possible alternative structures is the "single buffer", that is, a revised and strengthened version of the Committee on University Affairs. This is basically what was put forward to the Wright Commission in *Towards 2000* (Chapter 12) accompanied by a regional emphasis to counteract excessive centralization. In support of it the following points could be made:

(a) For many years both CPUO and OCUFA have repeatedly pressed for a

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A memorandum by Dr Sword & Dr Eastman

(Continued from page 1)

Committee on University Affairs with a full-time academic chairman, with effective academic representation, and with an independent secretariat.

(b) The difficulties with the Committee on University Affairs that we have had are twofold:

(i) CUA developed out of a totally non-academic body with close ties to government, the closest of which (Mr. Leslie Frost) still remains, and it has never had an independent staff or sources of information. Therefore it has been dependent on the departmental staff, and this has led to its being somewhat in the pocket of the Department (and thereby, as we have learned, of Treasury). It has been drawn into taking an adversary stance vis-à-vis the universities and has failed to protect them from regimentation and categorization: many innovative measures have been stifled, and some universities have suffered financial loss from innovation.

(ii) Being purely advisory, with no legislative existence, CUA may or may

not be consulted by the Minister, who can come to decisions and take actions that have profound effects upon the universities without the necessity of consulting or even informing CUA.

(c) The need is for a body representing appropriately the lay and academic voices, with certain recognized responsibilities and powers which should be spelled out in legislation. There should be clear terms of reference defining the relationship of this body with the Minister and Department on the one hand, and with the individual institutions on the other.

(d) Since the universities and the colleges of applied arts and technology are already under one Minister and in one Department, it is logical to think of one Committee on Post-Secondary Education having a university section, a college section, and some overlapping membership. The responsibilities of the two sections would not be identical. Suggested responsibilities for the university section might be:

(i) *Financial*: to distribute operating and capital funds among the institutions.

(ii) *Planning*: in consultation with the universities individually and collectively, to study the adequacy of the Province's resources for university education, and to recommend to the Minister such new universities, colleges, faculties, etc., or such redeployment of existing resources, as may be required to ensure that a sufficient number and range of opportunities are available for qualified applicants, with the least possible interference with the staffing, curricula, admissions policy and internal management of any individual university.

(iii) *Admissions*: to estimate for the Province as a whole the numbers of persons for whom university education should be available in the next succeeding year and, in consultation with the universities individually and collectively, to ensure that the universities are prepared to accept such numbers.

(e) In this way, the three Co-ordinating Boards and the Senior Advisory Committee of the Wright Report would be replaced by one body. The Council of Ontario Universities would represent the universities collectively in consultations with the new Committee on Post-Secondary Education (University Section), and it would develop its procedures and services at the pace and with the powers

that its constituent members desire.

(2) Certain other gaps in the structure recommended in the Wright Report have been identified. There is a lack of any special understanding and protection of research interests; there is no effective mechanism for co-ordinating the work of universities, colleges and other educational agencies at the operating level; and there is no provision for really objective feedback and evaluation of the system as a whole. To achieve these purposes the following additional bodies should be considered:

(a) A *Research Policy Board* for Ontario, to evaluate the quality of provincially-supported research and to advise the new Committee on Post-Secondary Education and the Minister about research policies both with reference to individual universities and to the federal government; possibly this should be a sub-group of the new Committee.

(b) A device for regional co-ordination of post-secondary educational resources, which might be a *Regional Advisory Board* for each economic region in the Province. Such co-ordination is more effectively carried out at the local and regional levels than by a distant bureaucracy, and this applies especially to the Wright Commission's "third sector"; theatres, galleries, etc., should be recognized and brought into the post-secondary system at the regional level only. Regional boards would counteract the overcentralization that vitiates the Wright Commission's scheme; they would allow for greater individual and local input into the system; and they would facilitate on a regional basis improved transferability between institutions, liaison, pooling of resources at the operating level, and a co-ordinated approach to the increasingly important matter of continuing education.

(c) A *Continuing Committee of Evaluation*, separate from the bodies described above, to provide for an ongoing process of feedback and evaluation covering the entire range of post-secondary education in Ontario, including such matters as the extent of the requisite diversity in the system, the performance by the colleges and universities of their respective functions, the appropriate balance of teaching and research in the system, the maintenance of quality, the avoidance of unnecessary expense, and the encroachment of unnecessary controls upon the freedom and initiative of individual institutions; and to make public reports thereon.

Ph.D. Orals

All members of the Graduate Faculty have the right to attend Ph.D. Oral Examinations.

Friday, May 5

Mrs. A. W. Douglas, Centre for Medieval Studies. "Elegies and English Ecclesiastical Land-Tenure, 1135-1200". Thesis supervisor: Prof. M. Sheehan. Round Room, Massey College. 10 a.m.

J. R. Brazeau, Department of French. "Francois Mauriac et l'enfance". Thesis supervisor: Prof. P. R. Robert. Room 201, 65 St. George Street. 10 a.m.

L. Niemann, Department of Anthropology. "Natural History of the Morion". Thesis supervisor: Prof. D. R. Hughes. Room 107, 16 Hart House Circle. 2 p.m.

E. M. Aim, Department of Educational Theory. "Resources for Ontario Secondary Education: Their Distribution and Relationship to Educational Outputs". Thesis supervisor: Prof. E. B. Rideout. Room 201, 65 St. George Street. 2 p.m.

Paul Grayson, Department of Sociology. "Neighborhood and Voting: The Social Basis of Conservative Support in Broadview". Thesis supervisor: Prof. K. N. Walker. Room 108, 16 Hart House Circle. 2 p.m.

Monday, May 8

J. O. Ward, Centre for Medieval Studies. "Artificiosa Eloquentia in the Middle Ages". Thesis supervisor: Prof. N. Haring. Round Room, Massey College. 2 p.m.

Paul Spade, Department of Philosophy. "Medieval Treatises on the Semantic Antinomies". Thesis supervisor: Prof. H. G. Herzberger. Seminar Room, St. Michael's College Library. 10 a.m.

D. S. Sodhi, Department of Mechanical Engineering. "Application of Stress Functions to Dynamic Analysis of Plates and Shells". Thesis supervisor: Prof. B. Tabarrok.

Room 108, 16 Hart House Circle. 10 a.m.

R. Sundick, Department of Anthropology. "Skeletal Age Change in Juvenile Skeletons from Indian Knoll". Thesis supervisor: Prof. J. E. Anderson. Round Room, Massey College. 10 a.m.

J. W. M. Bliss, Department of History. "A Living Profit: Studies in the Social History of Canadian Business, 1883-1911". Thesis supervisor: Prof. G. R. Cook. York University. Room 201, 65 St. George Street. 10 a.m.

D. Gornall, Department of Biochemistry. "Lipoprotein Biosynthesis in the Laying Hen". Thesis supervisor: Prof. A. Kuksis. Room 107, 16 Hart House Circle. 10 a.m.

Sister A. T. Sheehan, Department of Educational Theory. "Rule Conflict and Value Divergence in Sister Administrators". Thesis supervisor: Prof. D. Ryan. Room N219, 252 Bloor Street West. 2 p.m.

D. G. McFetridge, Department of Political Economy. "Market Structure and Price Behaviour: Empirical Studies of the Canadian Manufacturing Sector". Thesis supervisor: Prof. T. A. Wilson. Room 201, 65 St. George Street. 2 p.m.

E. H. Leyton, Department of Anthropology. "Kinship and Class in an Ulster Village". Thesis supervisor: Prof. R. W. Dunning. Room 107, 16 Hart House Circle. 2 p.m.

Geoffrey Thomas McDonald, Department of Geography. "Agricultural Land Use Forecasting: An Example of Field Crops in Ontario, 1960-1968". Thesis supervisor: Prof. R. MacKinnon. Room 108, 16 Hart House Circle. 2 p.m.

N. H. VanLoon, Department of English. "The Comic and the Sentimental in the Novels of Henry Fielding". Thesis supervisor:

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Appointed & Promoted

University College

PROF. HUMPHREY N. MILNES has been reappointed as chairman of the Department of German at University College for a five year term.

Graduate Studies

PROF. HUGH REID MACCALLUM has been appointed chairman of the Graduate Department of English as of July 1 next. Prof. MacCallum graduated with a B.A. in philosophy and English from U of T in 1951, and gained his M.A. and Ph.D. here subsequently. After four years at the University of Western Ontario, he joined the Department of English at University College in 1959. He has been associate secretary and secretary of the Graduate Department of English, associate chairman of the U.C. Department of English, and this year has been its acting chairman. He has written extensively on subjects connected with his discipline, most of them concerned with the study of John Milton and his works.

Medicine

Effective July 1, DR. HOWARD J. DONSKY has been appointed the new head of the Department of Dermatology in the Faculty of Medicine, and in the Toronto General Hospital. Dr. Donsky attended U of T and did his residency in Dermatology at the Henry Ford Hospital in Detroit.

PROF. J. D. ATCHESON, until recently Superintendent and Chief of Staff, Thistletown Hospital for Children, has been appointed to the Clarke Institute of Psychiatry in charge of the Out-Patient Division of the Forensic Service. Dr. Atcheson will continue as consultant to the Department of National Health and Welfare Psychiatric Services in the Eastern Arctic and concerning delivery of mental health services to the Territories.

Quantitative Analysis

PROF. ALBERT BRETON, economist in the Department of Political Economy, has been appointed acting director of the Institute for the Quantitative Analysis of Social and Economic Policy during the absence of the director, PROF. THOMAS A. WILSON, as professor of Canadian studies at Harvard University next year.

EXHIBITIONS

Exhibitions honouring Samuel Johnson LL.D. are on view in the foyer of the Sigmund Samuel Library, the lobby of the Science and Medical Library, and at the Department of Rare Books and Special Collections. Until May 8.

"Introduction to Printmaking" — prints by 3rd year students. Library, Department of Fine Art, 6032 Sidney Smith Hall. 9 a.m.-5 p.m. Monday through Friday. During May.

In connection with the Third Conference on Baltic Studies there will be two exhibitions:

Art Gallery of Hart House, Paintings of the Baltic Artists, May 8 to 14, from 10 a.m. to 6 p.m. Monday to Friday, and from 2 p.m. to 5 p.m. Saturday and Sunday.

Book exhibits, both in the front hall of the Sigmund Samuel Library and in New College from May 11 to 14, will display Glück's First Bible in Latvian, original maps and documents from Riga dating back to early 19th century, and other valuable references.

"Early Canadian Topographers 1758-1820". Work of various artists including a number of aquatint views by J. F. W. Des Barres who compiled *The Atlantic Neptune*. Sigmund Samuel Canadiana Building. To June 11.

"Stars for all Seasons". McLaughlin Planetarium. To June 25.

Dean Howarth is Fellow of Royal Society of Arts

Dean Thomas Howarth of the Faculty of Architecture, Urban and Regional Planning and Landscape Architecture, has been elected a Fellow of the Royal Society of Arts, London. The Society, founded in 1847, is concerned with "the encouragement of arts, manufactures and commerce for the country." Dr. Howarth is also a Fellow of the Royal Architectural Institute of Canada and a Fellow of the Royal Institute of British Architects. He is a founding member of the newly-formed Association of Faculties of Environmental Design.

Only 15% of U of T academic staff are women, Commission is told

Three women assistant professors — Rebecca Colman, History; Jill K. Conway, History, and Wendy K. Potter, Psychology — representing "the ad hoc committee on the employment of women", have presented a brief to the Commission on Post-Secondary Education in Ontario.

In the expectation that their brief "will motivate attempts to correct present inequalities", they document the current position of women at the University of Toronto, discuss generally the recommendations in the Wright Commission draft report pertaining directly or indirectly to women, and "propose several specific principles and actions" to the Commission.

The ad hoc committee compiled statistics on the academic staff of the University and the federated colleges. As of February 1972, of U of T academic staff, full-time and part-time, totalling 2799, "only 15 per cent" were women. The three federated colleges showed a range of 19 to 30 per cent. women in a staff of 195. Scarborough and Erindale Colleges together have about 20 per cent. women faculty.

"With so complex an institution, it is difficult to make generalizations", the ad hoc committee noted. "Certain features, however, emerge clearly". Among them were listed:

"Women appear predominantly in the lower, non-tenured ranks (assistant professor and below). A greater proportion of their total is employed part-time."

"Women scarcely appear at all in senior academic administrative positions."

"At the departmental level, where most hiring at this University takes place, the proportion of males to females varies enormously. It is our firm impression that it is here more than anywhere that discrimination occurs, although the blame should by no means be always directed at the administrative head of a department. It sometimes stems from a prevalence of prejudice in a particular area, and occasionally from the influence of one or two personalities."

"From many individual cases reported to us, it would appear very likely that the University of Toronto (salary) figures will reflect the general position across Canada — a sex differential in salary which at a *conservative* estimate accounts for a discrepancy of \$1,200 between men's and women's average salaries."

"The Women's Bureau of the Department of Labour reports excellent liaison with the University's senior personnel administrators. The problem of discrimination and ignorance of regulations evidently arises at lower levels. Some of it results from callous thoughtlessness. For example, the inept comments on women contained in the University of Toronto Faculty Association's brief to this Commission were composed

Erindale's summer day care centre '72

For the third successive year, Erindale College is planning to have a day care centre for children of its summer session faculty and students, open from the beginning of the term in July for about six weeks.

The centre makes use of Colman Place, a house on Mississauga Road used as a student centre during the winter session. In the past two summers, the average number of children accommodated has been 20 a day. A qualified supervisor is in charge. There is an age limit of six years or older. For the most part the children are those of faculty members, as few students have taken advantage of the facility.

While Erindale College provides the space, the cost of the day care centre is met from fees: a daily rate of \$2.50 for each child or a weekly rate of \$10 a child, and \$5 for the second child of the same family.

and delivered without prior consultation with any of the over 150 paid-up female members of that Association."

Several of the draft report recommendations concerning women were received "very favorably" and several "with disappointment". Although the three professors agreed with the principles of and the rationale behind the recommendations dealing with discrimination in conditions of employment, promotion, rank and pay, they were disappointed that "the Commission has apparently failed to consider any means for achieving these goals, within the context of post-secondary education itself."

The ad hoc committee was also against the recommendations which proposed quotas for the participation of women as academics. "Hiring patterns tied to the currently unequal proportion of women receiving Ph.D.s do not represent a solution to the problem of women's disadvantaged position."

The recommendation that by 1976 the proportion of tenured women should at least equal the present proportion of non-tenured women was also questioned. "The number of non-tenured women at present is appallingly low; we cannot accept so-called compensatory measures whose actual compensation value is virtually zero. In fact, we feel that the entire concept of tenure deserves re-examination . . . tenure represents an intangible but nevertheless frequently exploited and very effective barrier to the participation of women in universities. Untenured faculty often carry heavier teaching loads than tenured, with consequently less time for other professional activities which could advance their careers. In any case, we would like to see more incentives, in the form of tenure or other rewards, for teaching and service to the academic community, areas in which women have made noticeable contributions, but which are often overlooked when decisions about promotion and tenure are made."

Among the specific recommendations of the ad hoc committee were:

"There be some co-relation between the number of women undergraduate students and the number of women faculty teaching them . . . sufficient women are currently enrolled in the School of Graduate Studies of the University of Toronto *alone* to supply the numbers of qualified candidates in some disciplines which acceptance of this recommendation would involve."

"We recommend that part-time university faculty be eligible for tenure."

The ad hoc committee also asked that women's groups be among those making nominations to the membership of post-secondary governing bodies, which should "each include more than one or two 'token' women". The Commission was asked to recommend that the proposed co-ordinating board for universities set up its own "committee on the employment of women in Ontario universities". The committee urged a quasi-judicial commission of enquiry with "powers to investigate institutions receiving public money and require them to 'show cause' for particular patterns of employment, promotion, salaries or scholarship awards."

But, the committee said, "progress is best achieved by amicable and frank discussion". It reported "the encouragement we have received from the University of Toronto's recent announcement of changes in its pension, life insurance and disability insurance plans, which have brought women into line with men. . . These improvements were the result largely of individual presentation of views and the reasonable attitude of the University administration."

"Our investigations lead us to believe that equivalent information on non-academic staff would reveal similar inequities", the committee said, adding that the position of women librarians and support staff reflected that in the academic field, "namely, disproportionate numbers of women in lower ranks."

COMING EVENTS

MAY

5 FRIDAY

Colloquium
Chemistry

6 SATURDAY

Dinner Dance

7 SUNDAY

Music

10 WEDNESDAY

Lectures
Engineering

Computer Science

11 THURSDAY

Conference
Baltic Studies

Meeting

12 FRIDAY

Lecture
Chemistry

Conference
Baltic Studies

13 SATURDAY

Conference
Baltic Studies

15 MONDAY

Seminar
Environment

18 THURSDAY

Seminar
Materials

26 FRIDAY

Dinner

JUNE

1 THURSDAY

Seminar
Materials

"Prostaglandin Synthesis". Dr. David Taub, Merck, Sharp and Dohme Research Laboratories, Rahway, N.J. 158 Lash Miller Chemical Laboratories. 4 p.m. (Chemistry)

Annual Dinner Dance of the Toronto Neurological Society. Reception 6 p.m., Candlelight Buffet, 7.30 p.m., Dancing, 9 p.m. to 12 midnight. Ontario Place, Pod II. Admission \$9 per person. For reservations call Miss Wilson 922-1134 or Robert S. McPhedran 966-6699.

Classical (Karnatak) Music of South India with Jon Higgins, vocalist; L. Shankar, violin; Trichy Sankaran, mridangam; Helen Mogford, tampura, of the Faculty of Fine Arts, York University. Brennan Hall, St. Michael's College. 8 p.m. Tickets \$5, students \$2, from Prof. J. T. O'Connell, Box 186, St. Michael's College or People to People Campaign, 483-4369, 2275 Bayview Ave. Toronto 12; cheques in favour of the People to People Campaign (in aid of the people of Bangla Desh).

"Response of Corona Detectors". Dr. R. Bartnikas, Materials Science Research Division, Hydro-Quebec Institute of Research, Quebec. Room 220 Galbraith Building. 2 p.m. (SGS and Electrical Engineering)

"On Computing Determinants Symbolically". Prof. Morvin Gentleman, University of Waterloo. 203 McLennan Physical Laboratories. 4 p.m. (Computer Science)

See Story, *Bulletin*, April 19, p. 2.
Plenary Session: "Baltic Literatures in Exile: Balance of a Quarter Century", Prof. I. Ivask, University of Oklahoma, 11 a.m.

P.M. Seven Sessions: History I — The Baltic Lands in the 18th Century; History II — External Relations of Estonia and Livonia in the Latter Middle Ages; History III — Labour Organization in the Baltic Countries; Literature I — three papers; Linguistics I — five papers; Social Science I — Socialization and Education in the Soviet Baltic Republics; Graduate Work in Baltic Studies.

University of Toronto Library Council. Council Chamber, Room 202 Galbraith Building. 4 p.m.

"Kinetics and Mechanism of Intramolecular Rearrangements of Stereochemically Non-rigid Chelate Molecules". Prof. Richard Holm, M.I.T. 158 Lash Miller Chemical Laboratories. 4 p.m. (SGS and Chemistry)

A.M. Seven Sessions: History IV — Baltic Lands Under Occupation; WWII; History V — Baltic Historiography and Historians; History VI — Estonia Between WWI and II; History VII — History of Science and Learning in the Baltic Countries; Literature II — three papers; Social Sciences II — Baltic Demographic and Economic Trends; S.S. III — The East European Context of the Baltic Nations.

Luncheon: Speaker, Prof. O. P. Backus, University of Kansas, "The Impact of the Baltic and Finnic Peoples Upon Russian History".

P.M. Four Sessions: History VIII — Modernization in the Baltic Provinces 1860-1914; History IX — The Rise of Medieval Baltic States and Estates; Social Sciences IV — Soviet Policy in the Baltics; Prehistory and Folklore.

A.M. Seven Sessions: History X — Unification of Latvia; History XI — Baltic Policy of Recent German Regions; Social Science V — Baltic Independence in Retrospect; Social Sciences VI — Economic Debilities of Small Countries; Linguistics II — five papers; Literature III — three papers.

P.M. Plenary Session: Prof. R. Taagepera, University of California, Irvine, "Dissimilarities Among the Northwestern Soviet Republics".

Followed by three sessions: Social Sciences VII — Problems and Opportunities of Mini-nations; History XII — Soviet Relations with the Baltic Countries — WWII and Thereafter; Literature IV — three papers.

"Reservoir System Optimization" and "Groundwater System Modelling". J. A. Cole, Chief Hydrologist, Water Research Association, Medmenham, Eng. 211 Haultain Building. 10 a.m. (Environmental Sciences and Engineering)

"The Material Problems of Miss Purity". Prof. R. S. Segworth. 116 Wallberg Building. 4 p.m. (Materials Research Centre)

5.30-6 p.m. Reception. 6-8.30 p.m. Buffet. Faculty Club.

"Toughness in Composite Materials". Prof. M. R. Piggott. 116 Wallberg Building. 4 p.m. (Materials Research Centre)

Ph.D. Orals

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visor: Prof. J. J. Carroll. Room 107, 16 Hart House Circle. 2 p.m.

Thursday, May 11

R. Hudgin, Department of Biochemistry. "Metabolic Studies of Selected Glycosyltransferases". Thesis supervisor: Prof. H. Schachter. Room 108, 16 Hart House Circle. 10 a.m.

Friday, May 12

D. McCormack Smyth, Department of Educational Theory. "Structures for University Government to the Beginning of the 20th Century with Particular Reference to American, British, and Canadian Universities". Thesis supervisor: Prof. R. Harris. Room 107, 16 Hart House Circle. 10 a.m.

Monday, May 15

M. B. Bayer, Department of Industrial Engineering. "Contributions to Water Resources Management Optimization of River Basin Water Quality Models Using Non-linear Programming". Thesis supervisor: Prof. D. Clough. Room 108, 16 Hart House Circle. 10 a.m.

ROMart '72

ROMart '72 — an outdoor exhibition and sale of multimedia student art with awards, May 26 and 27, Royal Ontario Museum. For entry forms and information telephone 928-3690.

Heads Emmanuel College

The Rev. Prof. William O. Fennell has been appointed principal of Emmanuel College by the Board of Regents of Victoria University. Prof. Fennell will be installed in this post at the Victoria University Spring Convocation and the Emmanuel College Graduation on Wednesday, May 10, at 8 p.m. in Convocation Hall, and he will deliver the Convocation address.

Prof. Fennell graduated from Victoria College in 1939 with an Honours B.A. in Philosophy and the Gold Medal in Philosophy, and from Emmanuel College in 1942 with the Travelling Fellowship for Post-Graduate Studies. He was ordained by the Hamilton Conference of the United Church of Canada in May 1942. After receiving the S.T.M. degree from Union Seminary, New York, where he had been graduate assistant to Reinhold Niebuhr and Paul Tillich, he was appointed by Victoria University as lecturer in Christian Doctrine at Emmanuel College and Senior Tutor of the Men's Residence. In 1957 Prof. Fennell was installed as full professor in the chair of Systematic Theology in Emmanuel College. He served as registrar of the College from 1956 to 1960 and as director of Graduate Studies, 1962-1970. He was awarded in 1962 the Doctor of Divinity degree (*honoris causa*) by United College, Winnipeg.

Dr. Fennell was in 1950 a member of staff at the International Students' Service Seminar in Pontigny, France; chairman of the National Executive of the Student Christian Movement of Canada, 1951-1954; chairman of the Church and University Commission of the Canadian Council of Churches, 1957-1959; led the Canadian delegation of World University Service at its International Assembly in Nigeria, in 1959 and also participated in a University consultation in Freetown, Sierra Leone, and a work camp in Togoland, Ghana. In 1960 he was a member



of the International Assembly of World University Service, Tutzing, Germany. From 1961 to 1965 Dr. Fennell served as one of eight theologians representing the North American section of the World Alliance of Reformed Churches in consultations with representatives of the North American section of the Lutheran World Federation on theological issues separating the two churches; he has been a delegate to national and international conferences on Faith and Order; in 1964-67 he served as chairman of the Faith and Order Commission of the Canadian Council of Churches; in 1967-69 he was chairman of the Committee on Cooperation in Theological Education in Toronto which led to the founding of the Toronto School of Theology.

On leave: Harvard, Peking, Metro

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versity. He was appointed to the teaching staff in 1961 in East Asian Studies and became chairman of the department in 1971.

His main interests in teaching and research are the history and politics of 20th century China, particularly the development of Chinese nationalism and contemporary Chinese foreign policy. He has lived and studied in the Orient and travelled widely throughout the East and the U.S.S.R. In recent years he has spent a good deal of time and effort endeavouring to achieve closer links between Asianists at the University and high schools and promoting the introduction of the study of China and other non-Western nations into the secondary school curriculum.

Prof. Saywell has published many articles on the cultural revolution in China, Chinese foreign policy, and the Chinese revolution and has been a frequent contributor to radio, television and press analyses of current Chinese issues and problems.

Prof. Soberman

A native of Toronto, where he was born in 1937, Richard Martin Soberman graduated in 1958 from Dalhousie University with a B.Sc. in science and a diploma in engineering. He earned his S.M. degree in civil engineering at Massachusetts Institute of Technology in 1961 and two years later the Ph.D. in transportation planning at M.I.T.

After carrying out road and railway planning for Venezuela while a research fellow at the M.I.T.-Harvard Joint Center for Urban Studies, Dr. Soberman joined the Department of Civil Engineering at U of T. In 1964 he was supervisor of the Metropolitan Toronto and Region Transportation Study home interview traffic survey. Last year he became Director of the Centre for Urban and Community Studies upon the appointment of Prof. Stefan Dupré to be Chairman of the Department of Political Economy. For two years before that he

was away from the University as director of research for the Canadian Transportation Commission.

In addition to his work for Venezuela, Dr. Soberman has carried out transportation studies for Colombia and Israel and is now completing for the Federal Minister of Transport a study on the feasibility of additional commuter rail services on existing lines.

June Institute

The Graduate Department of Astronomy and the David Dunlap Observatory have announced the sixth June Institute, to be held on the St. George campus from Tuesday, June 13, to Friday, June 16. Six invited speakers will each present two to four lectures on topics related to recent developments in astrophysics. They are:

S. van den Bergh: "The Hubble Constant?" and "A Heretical View of Galactic Evolution";

C. T. Bolton: "Optical Observations of Galactic X-Ray Sources" (two lectures);

Herbert Gursky, American Science and Engineering, Cambridge: "X-Rays from the Galaxy" and "X-Rays from External Galaxies";

G. H. Herbig, Lick Observatory, University of California, Santa Cruz: "The Occurrence and Nature of T Tauri Stars"; "Stellar Evolution in the T Tauri Stars" and "By-Products of Star Formation" (four lectures);

Martin Rees, Institute of Theoretical Astronomy, Cambridge, Eng.: "Some Models for Quasars"; "Observational Cosmology"; "The Search for Black Holes" and "The Early Universe";

Wallace H. Tucker, American Science and Engineering, Cambridge: "X-Ray Emission from Galactic Objects" and "X-Ray Emission from Certain External Galaxies".

All prospective participants are invited to write to Prof. M. J. Clement, Department of Astronomy, as soon as possible, and not later than May 26.

Commission against fee increases unless more needy students aided

The following statement has been issued by the Commission on Post-Secondary Education in Ontario:

On April 20 the Commission on Post-Secondary Education in Ontario wrote to the Minister of Colleges and Universities indicating that the recent decision of the government in relation to the financial support for post-secondary education in Ontario was discussed at a recent Commission meeting.

The Commission noted that the public had linked the government decision to the Draft Report of the Commission and the Commission wished to make clear

to the Minister that the Commission had not been consulted about the changes in the fee and grant structure and that it viewed the changes with regret and as incompatible with one of the main principles underlying the recommendations in the Commission's Draft Report. The Commission indicated further that while the Commission was not opposed to fee increases as such it considered such steps to be desirable only if they took place simultaneously with increased financial support to those who need it and thus with increased accessibility to post-secondary education.

Irish Studies looks to future committee may be association

At the recent meeting of the Canadian Irish Studies Committee and the Fifth Canadian Irish Studies Seminar, Prof. Robert O'Driscoll gave notice of his wish to retire as chairman of the Committee, which position he has held for the past five years.

Prof. O'Driscoll will remain as artistic director of Irish Arts, which is planning its first full season of plays during the winter of 1972-73.

On motion of Prof. Ann Saddlemeyer, a committee of six was appointed from the approximately 30 representatives of 17 Canadian universities present to explore these questions: Should the CISC

be located at another university? Should there be an annual seminar? Could each university guarantee an annual subvention for the seminar?

The steering committee later decided to recommend that the Irish Studies Seminars become formal annual conferences of "The Canadian Association for Irish Studies". The venue of each conference would change each year, with the 1973 meeting to be held at McGill. The steering committee will look into the possibility of holding next year's conference early in March so that some of the Irish Arts Theatre productions could be taken to Montreal at that time upon the completion of their Toronto run.

Ministry of Colleges & Universities assumes broader responsibilities

The Department of Colleges and Universities, previously the Department of University Affairs in the Ontario Government, is now the Ministry of Colleges and Universities, with new and broader responsibilities. The Ministry has issued the following announcement of its changed role and structure:

The new Ministry of Colleges and Universities came into existence when The Government Reorganization Act, 1972, received Royal Assent on April 7th.

In accordance with recommendations made by the Committee on Government Productivity, the Ministry of Colleges and Universities is part of the Social Development Policy Field, along with the Ministries of Education, Health, and Community and Social Services.

Following is a brief summary of the functions of the former Department of Colleges and Universities, and of the branches and agencies which will be associated with the new Ministry.

The Department of Colleges and Universities: Initially responsible for the university sector of post-secondary education, the Department of University Affairs was established in 1964 to provide operating and capital support to the 14 provincially assisted universities and related Ontario cultural institutions, and to administer programs of financial aid to students. In October, 1971, the Department of University Affairs became the Department of Colleges and Universities, assuming responsibility for Ryerson Polytechnical Institute, and for the 20 colleges of applied arts and technology.

The Industrial Training Branch, formerly with the Department of Labour, is responsible for ensuring an adequate supply of properly trained men and women at the journeyman level through its apprenticeship programs; for providing industry with occupational skills by training, retraining or upgrading; for developing more flexible and effective methods of conducting industrial training; and for establishing and maintaining standards of proficiency in particular trades through a system of compulsory and voluntary certification.

Registered Nursing Assistants' Schools,

previously operated by the Department of Health, is now administered by the Applied Arts and Technology Branch.

Public Records and Archives, to be known in future as "Archives of Ontario" is comprised of Archives, for the preservation of records of value as well as material on the history of the province; Records Services, concerned with the records management systems of the Government; and the Historical Branch, which administers archeological research, gives technical advice and assistance to museums, and does background research for Government historical developments to ensure authenticity.

The Ontario Heritage Foundation was established in 1967 to be responsible for the acquisition, preservation and restoration of property of historical and architectural interest.

The Province of Ontario Council for the Arts was created in 1963 as an independent agency responsible to the Minister of Education. The Council provides financial assistance to arts groups in Ontario and encourages cultural development in community life and in school curricula.

The Provincial Library Service devotes its attention to the co-ordination of and service to the public, county and regional libraries established under The Public Libraries Act. PLS administers provincial funds for library purposes; plans and promotes training programs for library personnel; encourages library research; collects, preserves and publishes library statistics; publishes professional journals and certifies librarians.

The Ontario Educational Communications Authority was established in June, 1970. The OECA has been given broad responsibilities for programs and materials in educational broadcasting and communications. Prior to that, it was known as the Educational Television Branch (ETV) of the Department of Education.

The Ontario Science Centre, on Don Mills Road, was opened in September, 1969, as a Centennial Project of the Province of Ontario. The Science Centre is visited by approximately 1,300,000 people a year, including both student groups and members of the general public.

College of Electors elects eight alumni to Governing Council



C. IAN P. TATE
Three-year term



KEITH HENDRICK
One-year term



WILLIAM H. BROADHURST
Two-year term



WALTER J. MACNEILL
Three-year term



REV. GRAHAM COTTER
Two-year term



GESTA J. ABOLS
Two-year term



MRS. PATTI FLEURY
Three-year term



JAMES H. JOYCE
One-year term

Combined Departments of English present brief to Commission

The following brief was submitted to the Commission on Post-Secondary Education in Ontario by the Council of the University's Combined Departments of English:

This brief, submitted by the Council of the Combined Departments of English, comes from a group concerned with the study of literature in English, and more generally with the study of humane letters. The group regards itself as charged with the task of maintaining and improving the study of this area of the humanities. Our history is a long and distinguished one in the history of North American and indeed international education, and has encompassed such names as W. J. Alexander, A. S. P. Woodhouse, Northrop Frye, Marshall McLuhan. With a past and present of distinction we look with concern to the future.

We welcome the assurances of the Commissioners in the public hearings held in Toronto on February 28th, that the Draft Report was not intentionally anti-intellectual. We are glad to hear that the Commission felt it was for the universities rather than the Commission to define and determine excellence in

education — however inconsistent we may feel this to be with recommendations of the Commission concerning the approval of programs and the setting of admission standards by bodies that are bureaucratically remote from the places in the university where programs are initiated and standards maintained. We also welcome the oral assurances of the Commissioners that they recognize the special roles that Universities have to play in post-secondary education — roles that we believe involve the pursuit of truth for its own sake, the preservation of humane culture and values, and the transmission of "the best which has been thought and said in the world. . . ."

On the highly important question of sequential education, while we share the Commission's belief that it should not be the norm in all cases, we feel that full time uninterrupted progress towards a degree, especially the first degree, has been for many students an immensely valuable way of proceeding which we should in no circumstances wish to abandon. Indeed we believe that it must remain the normal procedure in the carrying out of that function of the University which Professor C. B. Macpherson has

called "producing the producers of knowledge." In support of this opinion we refer to two processes of interaction whose educational value the Commission nowhere mentions. We mean first the interaction and synthesis in the student's mind of areas of knowledge separately pursued in his various courses, and secondly the education that a student receives "outside the classroom" merely from belonging to a group of people all moving towards the same goals. Neither form of interaction is wholly absent from part time education, but for the future producer of knowledge an early grasp of the wholeness and structure of his field of study is essential and is best achieved in a full time program in which these forms of interaction are fully realized.

It has been our experience that part time study towards a degree, if drawn out over a very long period of time, as has been the usual practice in the past at the University of Toronto, is an exhausting process for many students and threatens the intellectual coherence of their studies. We believe that between the rigid patterns of full time and part time attendance that have characteris-

tically prevailed in the past, there is a great range of possibilities that should be explored. (It is perhaps worth stating that although the extension and full time programs in English are administered separately there has been an increasing amount of interaction since the introduction of the New Program in 1969.)

Our support for this kind of diversity of program leads to a further suggestion for a more general diversity in post-secondary education, a concept which the Commission has failed to follow to its logical end in the Draft Report. At times in the Report it seems as if the Commission was concerned only with how to get more education for less money — without worrying about the quality of the education thus obtained. Perhaps the Commissioners felt that quality-control was up to the Universities. If this is so, we would like to suggest that the Commission on Post-Secondary Education consider some institutional ways of improving as well as diversifying that education.

Like the Commission we are very properly conscious of the mounting costs of post-secondary education, but we urge

(See page 8, col. 3)

Name heads for Scarborough Library Science, Connaught, PHE

(Continued from page 1)

Campbell has been economic adviser to the Government of Kenya.

Prof. Campbell has been president of the Canadian Agricultural Economics Society and the Agricultural Institute of Canada, has been a member of the Ontario Government's Agricultural Enquiry Committee (which had the status of a Royal Commission); and the Social Science Research Council of Canada. He was also a member of the Canadian trade committee of the Private Planning Association of Canada, a director of the Canadian Institute on Public Affairs, and a member of the agriculture committee of the Ontario Chamber of Commerce.

Dr. R. J. Wilson

Robert James Wilson was born in British Columbia in 1915, just two years after a public-spirited professor of hygiene at the U of T, Dr. J. G. Fitzgerald, purchased with private money a five-horse barn to provide initial accommodation for what was later to become the largest manufacturer of biologics in Canada, and to take the name of another public-spirited person, the Duke of Connaught.

Robert Wilson received his B.A. degree from the University of British Columbia in 1935 in chemistry and two years later gained his M.A. there in chemistry and bacteriology. In the next five years, he worked his way through medical school at the U of T, first as a research grantee in the Banting Research Foundation and then, from 1937 to 1942, as a fellow in Hygiene and Preventive Medicine.

However, he had already established his first associations with the Connaught Laboratories. While working with the Western Division in B.C. in 1935, he was co-author with Dr. C. E. Dolman and W. Cockcroft of a paper, "A new method of detecting staphylococcus enterotoxin", the first of a formidable list of some 60 publications that bear his name. Again under Dr. Dolman, while working for his M.A., he successfully produced a vaccine against whooping cough and, with others, paved the way for its large scale production.

After graduation in medicine in 1942, he joined the Royal Canadian Navy, retiring in 1946 with the rank of surgeon lieutenant commander. He returned to the U of T as associate in Hygiene and Preventive Medicine and as a research associate with the CMRL. He became lecturer in Physical and Health Education and assistant professor of Hygiene and Preventive Medicine in 1948 and associate professor in 1955. He was named a research member of the Connaught Laboratories in 1956, assistant director in 1957, and associate director in 1970.

On his return from active service he took up again his early interest in preventive agents and was associated in 1946 with the development of a preparation of diphtheria and tetanus toxoids and whooping cough vaccine that was distributed in 1947. In the ensuing years, Dr. Wilson succeeded in preparing whooping cough vaccine in a chemically defined medium, an important development that greatly facilitated its mass production. In 1950, he compiled a manual to provide physicians and medical students with authentic information concerning sera, vaccines, hormones and related products prepared by the Laboratories.

Since 1967, Dr. Wilson has shown special interest in the preventive medicine problems of South American countries and has been a consultant to the Pan-American Health Organization in general communicable disease control. He has also been actively involved in the smallpox eradication program of the World Health Organization.

Dr. Ferguson

Dr. Ferguson, whose parents were missionaries, was born in Formosa, and survived twelve different schools before ending up finally at Malvern Collegiate in Toronto. He gained his B.A.,

M.A., and M.D. from the University of Toronto and, after interning at Toronto General Hospital, spent a year at Cambridge as a National Research Council Fellow. He was a teacher in physiology at the University of Western Ontario and then at Ohio State University before returning to U of T in 1938 as assistant professor of pharmacology. He served in the Royal Canadian Air Force, 1941-45 and then returned to U of T to head the Department of Pharmacology. He became director of the Connaught Medical Research Laboratories in 1955.

The author or co-author of more than 60 publications, he discovered a major reflex controlling child birth, sometimes called the Ferguson Reflex, in 1940. In 1942, he developed an oxygen mask for the Royal Air Force that took care of a major problem that had been causing concern — the freezing of moisture in the mask to render it inoperative. In 1955, in association with others, he developed a new drug for the treatment of alcoholism, citrated calcium carbamide, known as T.N. Temposil.

Dr. Halpenny

A native of Ottawa, Frances Halpenny spent her childhood in Glengarry county, attended high school in Toronto, and graduated in English language and literature, with French as a major option, from University College, later taking her M.A. degree. Miss Halpenny was the winner of several scholarships, one of them the Reuben Wells Leonard.

A year after she joined University of Toronto Press in 1941, Miss Halpenny enlisted in the RCAF Women's Division and was a meteorological observer for three years during the Second World War. After the war, she rejoined the Press editorial department, became Editor in 1957, and Managing Editor in 1965.

On July 1, 1969, Miss Halpenny became General Editor of the Dictionary of Canadian Biography, Canada's most complex and important research publication, a project that began about 1959 and will take another 20 years to complete. Her appointment came between the publication of the first volume in 1966 and the second late in 1969. Miss Halpenny had been associated with the work on the Dictionary from its beginning under the editorship of the late George W. Brown.

In 1968, the University of Guelph conferred upon Frances Halpenny the honorary degree of Doctor of Laws for her contributions to scholarly publishing. She is a member of several professional associations, has an active interest in the theatre and is past president of U.C. Alumnae Dramatic Club.

Dr. Halpenny will be no stranger to Library Science, as she has been a member of its Graduate Department, teaching a course on "Contemporary Publishing".

Prof. Daniel

Juri Daniel was born in 1923 at Kuressaare, Estonia; graduated from high school in 1942 and teachers' college in 1943. After enrolling in law at Tartu University, he was forced by events of the Second World War to become a political refugee, living in various countries until emigrating to Canada in 1948. As he had had experience with the International Y.M.C.A. in Europe, Prof. Daniel's first major position was with the Brantford Y.M.C.A.

In 1951 he enrolled at University of Toronto and was a Margaret Eaton Gold Medal winner with his B.P. & H.E. degree in 1954, followed by the B.A. in 1958. He also was a University "T" holder. Throughout this period he was a "Y" worker, who became physical director of the Toronto Y.

Prof. Daniel joined the Department of Physical Education and Men's Athletics in 1962 as a lecturer. He gained his M.S. in 1966 and Ph.D. in 1971, both from University of Illinois. He was appointed assistant professor and secretary of the School of Physical and Health Education in 1968 and associate professor in 1971. From 1964 to 1968 Dr. Daniel coached

the Varsity Blues swim team which won the Canadian Intercollegiate Athletic Union championship and in 1967 was named "coach of the year" in CIAU swimming.

Dr. Daniel's research interests are in administration theory and organizational behaviour. He has maintained an interest in physical fitness as director of Hart

House graduate members' sports and fitness program. He is a member of various professional societies and community organizations, the University Senate, and the board of Tartu College, Toronto. Dr. Daniel says he sees physical and health education as a discipline which studies and furthers the art and science of exercise, sport, and dance.

'X College' for part-time students approved by General Committee

The General Committee of Arts and Science Council on April 25 voted to send the recommendations of its sub-committee on the improvement of the part-time program in Arts and Science, as amended, "to the Acting President for his urgent consideration."

It was not a unanimous vote — 65 favoured the motion, six were against, and two abstained from voting.

Profs. R. M. H. Shepherd and James B. Conacher expressed misgivings over details of some of the 32 recommendations, all of which were approved, some with amendments, except one. There was concern about the proposed "X College", which would be chiefly for part-time students.

President John Kelly of St. Michael's College said he was confident that the senior administration of the University would handle the contentious issue sensibly and make "X College" a real college.

"I agree that X College is fuzzy", said Principal Peter Russell, Innis College, who was non-voting chairman of the sub-committee, "but all colleges at this University are fuzzy."

(A summary of the sub-committee report and recommendations was carried in the *Bulletin* of April 5.)

The only recommendation defeated was one proposing that no classes be held on Friday evenings.

Among the principal proposals approved were those urging that basic academic regulations be identical for full-time and part-time students, that summer day session be lengthened to seven weeks from its present six weeks, and that a multi-faculty "X" College be established, primarily for part-time students but not restricted to them.

To the recommendation that departments plan winter evening and summer offerings in such a way that each course be normally available outside the 9-4

weekday hours at least once every three years, the General Committee added the words "where feasible."

An amendment to the recommendation that overload teaching be reduced to a minimum added "but such reduction should not in itself result in an increase in teaching loads."

The sub-committee urged that each student in Arts and Science, full-time or part-time, be a member of a college. This was amended to ask that part-time students be admitted to existing colleges as these colleges shall determine. The General Committee deleted from the recommendation that the principal of X College be "a respected senior academic" the additional clause that "X College for the present have no other full-time academic staff." The General Committee defeated an amendment that proposed "an annex for child care facilities for Extension students' children" be included in the permanent building that would be built for X College.

The sub-committee recommendation that X College take no formal responsibility for continuing education was changed to substitute "non-degree programs" for "continuing education". The recommendation that certificate courses associated with Arts and Science remain the responsibility of the Division of University Extension was changed to read "that the Committee on Evening and Summer Courses review certificate courses associated with Arts and Science so as to ascertain whether these courses should remain the responsibility of the Division of University Extension."

The approved recommendations included those suggesting that the Committee on Admissions review admission requirements for part-time students to establish uniform standards of admission and that a committee of the Faculty Council study the future of the summer session.

Presidential committee review of 'New Program' is sought

A resolution calling for a Presidential committee review of the New Program in Arts and Science was given approval by the General Committee of Arts and Science Faculty Council on April 25.

Moved by Principal John M. Robson, Victoria College, and seconded by Prof. J. J. Furedy, Psychology, the resolution was that:

"The President of the University be requested to establish during the coming summer a committee to review the New Program in Arts and Science, with respect both to academic and financial considerations;

"This committee be not composed solely of members of this Faculty and University.

"This committee include in its membership as many persons as possible who have experience of more than one type of undergraduate program in Arts and Science, and include also some graduates of this University, and

"This committee report to the President during the spring term of 1973, with a factual analysis and such recommendations as it sees fit."

The New Program, which went into effect in September 1969, was based upon recommendations of a committee headed by Prof. C. B. Macpherson which made a detailed examination of the curriculum offered up to that time. As the Arts and Science calendar explains, the New Program "is based on

the principle that all students should be allowed access equally to academic resources of the highest quality and the greatest range, so that they can investigate many fields of learning and develop their own particular intellectual interests and abilities."

Principal Robson said an objective analysis of the New Program was urgently needed and his proposal for a review was not precipitous as some people thought. The matter was urgent for a number of reasons and questions, that required answers, which he outlined briefly:

The cost of the New Program had not been worked out in comparison with the costs of other curriculum schemes.

There was specialization in the New Program, but what did the word mean?

Just what does the fourth year of the Program represent?

Should the credit system continue as it is?

Problems in the five-course program.

What has been the effect in the drastic reduction in the number of examinations? What is the failure rate?

The problem of counselling.

Relations of Arts and Science with other faculties.

Relations of departments with one another.

Do interdisciplinary programs, rather than just interdisciplinary courses, make sense?

The problem of the first year.

LETTERS: Wright Report

A. G. Brook

One cannot help but be impressed by the general excellence of the letters on the Wright Report appearing in recent issues of the *Bulletin*. However, it is not only the members of the University (who I judge constitute the majority of readers of the *Bulletin*), who can profit by being exposed to the comments on the Report. Those who control the purse strings and who may act to implement the Report must also be made well aware of its virtues and deficiencies as viewed by the University community. May I urge the authors of these letters to send copies to appropriate individuals who surely include Mr. D. O. Davis, Chairman of the Committee on Post-Secondary Education, the Hon. George Kerr, Minister of University Affairs, the Hon. T. L. Wells, Minister of Education, and the Hon. William Davis, Prime Minister of Ontario.

A. G. BROOK
Professor and Chairman
Department of Chemistry

Peter Seary

As Prof. Frye has noted, on the final page of the "Draft Report" of the Commission on Post-Secondary Education in Ontario there is a statement concerning university professors in Arts & Science: "13 hours contact [i.e., hours of lecturing] at average 1 hour contact plus 2 hours preparation results in 39-hour work week." The intention is that the present average of nine hours of lecturing be raised to thirteen, so as to get "more scholar for the dollar," as current government jargon has it. There is, of course, no time allotted for pure research. I recognize that the Commission was concerned with what they call "post-secondary education" (? tertiary education) and not with what used to be called "higher education", and that any suspicion that Mr. Wright intends to encircle the withering groves of academe with iron rings might well be dismissed as a sign of advanced paranoia. Nonetheless, it seems appropriate that the work of the Commission should be subjected to cost-benefit analyses comparable to those devoted to the universities.

The "first draft" of the Commission's Report was in preparation three years less a few days; fifteen handpicked individuals laboured at a cost of \$1,370,000.00 to produce fifty pages of recommendations, including the Preface and Introduction, but excluding the five appendices and tables culled from other government agencies. The result is a yield of one page at \$27,400.00, or, given a generous estimate of 100 lines (in double columns)/page, a yield of one line for \$274.00. Given approximately eight words to a line the cost is \$34.25 per word. For the greater part of the period of preparation there was an intellectual input of fifteen minds. Assuming four weeks' holidays/year and a forty-hour work week/individual, it took some 86,400 collective Commission man-hours to produce 50 pages of tentative (? dubious) recommendations. That is, each page required 1,728 collective Commission man-hours, or 2 hours and thirty-six minutes (2.6 collective Commission man-hours) to produce each line, or 19.5 collective Commission man-minutes per word. It is difficult to estimate exactly how long it would have taken any single member of the Commission to produce a word or a line.

The above calculations consistently err on the side of generosity to the Commission, and it is recognized that like those of the Commission (see "Draft Report", p. 109) they are "by no means precise". However, the analyses are equally susceptible to the justification employed by the Commission on behalf of their own: "The importance of the present analyses lies in the way in which they focus on the organization of academic effort". Indeed, I presume that my analyses, like those of the Commission, will be considered to have given great insight, even if they are 100 per cent wrong.

PETER SEARY
Assistant Professor
Department of English
University College

Walter Goffart

Probably all that need be said about the Wright Commission Draft Report was said by Miss Phyllis Grosskurth, when she qualified it as "an inept compendium of red herrings, paradoxes and inconsistencies" (Globe and Mail, 4/2/72, p. 7). Any further commentary, unless friendly, is bound simply to embroider upon her well chosen words. It is tempting to enter upon a commentary of this sort. The Draft Report invites invective, sarcasm, and irony. It seems preferable, however, to attempt to determine the fundamental issue that the Committee's recommendations raise.

That issue is simply this: is Ontario to continue to have institutions of learning enjoying real autonomy and corporate existence, or are all to be blended into undifferentiated "delivery systems for post-secondary educational services"? The issue is obviously complex. The province currently lavishes large sums upon post-secondary education and is expected to continue to do so; the institutions have no alternative sources of financing. What prerogatives does the province have over the institutions that it finances? The answer can, of course, be as far reaching as the legislature wishes. The educational institutions cannot defend themselves against encroachment and interventionism on the part of the authority that grants their charters and fills their coffers. The question is one of self-restraint on the government's part. If it cares for, and is committed to, post-secondary education, what course should it follow: the fostering of autonomy or its supercession by province-wide bureaucratic authority? The Draft Report of the Wright Commission has supplied one answer to this question. It has opted for the latter course. Hitherto, a considerable measure of equilibrium between institutional autonomy and state control has been maintained. Now, if the Commission's recommendations are implemented, that equilibrium will be shattered beyond repair: the province, not the institutions, will dispense post-secondary education to its individual citizens, and all within the dispensing mechanism will be merely its cogs and instruments, defended only by province-wide pressure groups of students, teachers, and administrators that can be adroitly pitted against one another.

The principles advocated by the Commission show that it recognized only two entities in the educational process, namely the citizen consumer and the state financier. The citizen is offered access, openness, diversity, flexibility, and transferability, while unlimited state control is secured by the principle of public accountability. In regarding the state as the exclusive guarantor of citizens' rights, the Commission justified its dominance by reference to "our faith in our democratic political institutions." The counterpart of this statement of faith is a tacit but, to those who can hear it, stentorian affirmation of non-confidence in our autonomous educational institutions. They and their rights have no place within the Commission's scheme of principles.

Out of its faith in democracy, the Commission proceeds to unchained bureaucracy and government intervention. Having affirmed its paramount concern with individuals, it must forcefully assert the state's exclusive capacity to look after them. This becomes apparent on examining the structures proposed to oversee post-secondary education: four committees of identical composition and enormous attributions. One has only to meditate upon the Senior Advisory Committee's duty "to provide a continuous overview of post-secondary education in Ontario" — everything from the mega-University of Toronto to village public libraries to be continuously overviewed. The composition of these committees is irrelevant; labourers, businessmen, teachers, students, whatever they are, the persons involved are otherwise fully employed, busy men and women, who, however self-sacrificing, cannot devote to the committees they serve on anything like the time and effort that its vast attributions require. In effect, they are

all ciphers — passive jurors, designed to be dumb figureheads for an equally silent public. Those who will do the work and make the decisions far from the public eye are obviously those whose occupation it is to do so, namely the full-time chairman, the Deputy Minister, and the committee's permanent staff of bureaucrats. These are the men who will inherit Ontario education, with the salaries of senior professors and the pleasurable security of never having to face students in a classroom.

Social responsibility and public accountability are fine catchwords. It was in their name that the German universities were purged in the 1930's. Nothing is so repugnant to a totalitarian regime than strong institutions of high education, staffed by haughty professors with resounding degrees and independent minds. By all means they must be humbled before the servants of the people: The parallel is admittedly exaggerated, but the tendency is plain. The fourteen or more recommendations that are obvious encroachments upon and usurpations of institutional autonomy speak all too eloquently of the governmental hunger for power that animates the Wright Commission report. At the moment, the academic freedom to advocate eccentric political views is not perhaps in danger. But what is one to think of the Commission's subtle ideas about the utility of student evaluations of teachers? Significantly, this is referred to in the context of finances, not quality. "By allowing the student to 'purchase' more of his education rather than giving it to him 'free', student decisions as to what to 'buy' would help our institutions . . . to provide educational services that are more in keeping with what is really wanted" (p. 42). By the operations of the free market, the instructor who generously dispenses B's will drive out the one who dispenses failures. How else can sentences of this kind be read than as an invitation to do away with academic standards? Indisputably, a difficult course is less "economical" than an easy one; the B.A. in three years is more "economical" than the B.A. in five. Any set back on the conveyor belt of "post-secondary educational services" is a blow to the public purse, to be chastised in the name of public accountability — not, to be sure, upon the consumer but upon the employee. What is to be struck down by the play of the market is the most fundamental freedom of speech that an instructor can have: not the advocacy of eccentric politics but the right to teach complex subjects uncompromisingly and to demand the best of his students.

Of course, to demand the best of students implies that some are better than others. It thus evokes the spectre of inequality, a notion that the Wright Commission cannot endure. The "exquisite animal" it talks about is an equal one, defined chiefly by his access to the ballot box and the beer parlour. This undifferentiated conception of people is a source of tension in a document ostensibly concerned with education: for while access to education can be made equal, the rewards of education cannot. The brilliant student shines by comparison with his duller peers; to reward

equally is to rob the deserving and to deceive the rest. Some will learn, others will learn very well, others still will not learn at all; in the end, talent and other advantages will tell, and unequal beings — real individuals, not voting statistics — will emerge. A commission to study post-secondary education, and advertising a concern for individuals, might have taken account of the fundamental, human fact of inequality in personal capacity. The Wright Commission has instead turned upon every manifestation of inequality that it encountered.

The acme of its egalitarian zeal is attained in Recommendations 35 and 36, with their evocation of the continuum in medicine from hospital launderer to brain surgeon, and from probationary filing clerk to senior partner in law, a "spectrum" of equals with "ready opportunity" for moving from rank to rank. Since these recommendations are merely pious hopes that real life should conform to political principle, they can be left as specimens of comic literature. The more damaging expressions of egalitarianism are those that can all too easily be implemented. The Report never actually descends to saying that everything on provincial campuses is to be open to everybody, regardless of all qualifications. But it does proceed from the simplistic premise that any measure of differentiation is "discrimination," and therefore to be condemned. Yet the favourable connotations of the word "discrimination" are as numerous as the unfavourable ones. A hallmark of the wise man is his ability to "discriminate," to make choices guided by reason, discernment, and taste. Any evaluative process is one of "discrimination," and one object of education is surely to mold independent minds that will be able to choose or "discriminate." The Commission, however, admits only one form of discrimination, namely an enforced quota on the hiring of women, in order to rectify real or supposed injustices.

The chief areas in which the Commission's indiscriminate egalitarianism is displayed are in its approach to full- and part-time studies and in its recommendations regarding access to libraries and to campus housing, athletic facilities, and student centres. It is true that institutions currently set restrictions of one sort or the other in all these areas, and that not all of them are equally wise. Many restrictions, however, are simply a matter of rationing scarce commodities that the provincial government has not intention of making more plentiful except, perhaps, in the long run. By turning mass demand inward upon the universities, the government would neatly discharge its responsibility to supply these commodities itself. University athletic facilities — pitifully inadequate as they are — become opened to all members of the public who care to enrol in some course or other; campus centres turn into community centres, and campus housing into ordinary public housing. The monster discrimination is felled in the name of equality, and — what is more interesting — a saving accrues to the public purse. If the institutions protest, they can be accused of

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Six WW Dissertation Fellows

will work for PhD at U of T

The Woodrow Wilson National Fellowship Foundation has announced the names of six Ph.D. candidates who have been awarded Woodrow Wilson Dissertation Fellowships for study at University of Toronto in 1972-73. The Fellowships provide a living stipend of \$225 a month for up to 15 months, with additional allowances for dependents and research expenses.

This year's winners are:

Carl Edmund Rollyson Jr., Cape May, N.J., M.A. in English literature, U of T, Teaching Fellow at U of T, 1970-72.

Lindsay Cameron Watson, Glasgow, Scotland, who came to Canada as a Rhodes Scholar in 1971 after graduating in classics from the University of Glasgow and Oxford.

Douglas Lloyd Wertheimer, Chicago, graduate of Yeshiva University, Ontario

Graduate Fellow, Canada Council Doctoral Fellow in English history.

Lloyd Gerson, Chicago, graduate of Grinnell College, 1970; U of T Open Fellowship, Woodrow Wilson Graduate Fellowship in philosophy.

Kenneth Dwame Kwaku, Legon, Ghana, B.A., McGill, 1970; International Studies Fellowship, U of T, 1971-72.

Roderick George Rainford, Gordon Town, Jamaica; University of West Indies, Oxford (Rhodes Scholar); M.A., U of T, 1971; International Studies Fellowship, U of T, 1971-72.

In addition to these winners, Mrs. Rachelle Taggu, University College graduate, Woodrow Wilson Honorable Mention 1968, will study for a Ph.D. in Middle East history at Columbia University. Mrs. Taggu's parents, Dr. and Mrs. Stuart Rosenberg, live in Toronto.

U of T replaces memorabilia lost by a graduate in Biafran war

While many in the University of Toronto were much concerned about the war in Biafra of 1967-70, one of our graduates had a more personal cause to regret the whole affair. Dr. Walter Chukwunwe Eze, now director of the Toronto Hospital in Onitsha, who gained his B.A., his M.A., and then in 1955 his M.D. in Toronto, lost his mother, his home and most of his personal possessions in the strife. Among the latter were his degree certificates, his academic robes, his athletic awards and other memorabilia of the U of T and life in medical school.

These last losses, Dr. Eze's former friends and acquaintances at the U of T were recently able to make good at his request but, as one member of the Dean's staff in the Faculty of Medicine pointed out, their task was much easier than it might otherwise have been, because so many people here remembered Dr. Eze as a cheery, warm-hearted student who had contributed much to the University community during his stay.

Miss Phyllis Lea, in the Athletic Office of Hart House, remembered how he helped to win a famous football game against McGill. A photographer dug out a graduation picture — the last he had. Mrs. Carrie Ingram of Statistics and Records, of course, had a file on him and was able to provide Mrs. Kathleen Take-naka in the Ceremonials Office with the details of his academic career and she was in turn happy to advise on the purchase of appropriate robes. And then there were t-shirts to be obtained from the Tuck Shop in Hart House and cuff-links and a medical ring from Birks'. Dr. Eze was not sure whether sizes in Nigeria were the same as those used in Toronto, so he sent also a marked piece of string.

All have now arrived. In his letter to the Faculty of Medicine, expressing "thanks a million" for all the help received and enclosing a cheque to cover various purchases, Dr. Eze answered a question put to him by the Dean's office: "Was his Highness, Chief M.A. Eze, listed as a governor of the Toronto Hospital on its newspaper, a relative of Dr. Eze?" The answer is Yes. H.H. M.A. Eze IV, the Igwe or Titular Chief of the Dunokofia Clan, one of many in Ibo Land, is Dr. Eze's father.

Chief Eze succeeded Dr. Eze's grandfather as a young man in 1921 and governed the clan through all the changing phases of British administration. On Independence, he entered the Eastern



House of Chiefs, equivalent to the British House of Lords. "I suppose I will succeed him when he dies", writes Dr. Eze, "but I hope not for a long time."

Dr. Eze himself built up the Toronto Hospital in Onitsha, to the point where it now has 100 beds. "It enjoys wide patronage", he writes, "and without being immodest I think we are making a little contribution to the health of the community, thanks to Toronto training."

His many extra-medical activities include being president of the Onitsha Recreation Club since 1962, secretary of the Onitsha Medical Association since 1960, People's Warden of All Saints Cathedral since 1961, president of the Upko Improvement Union since 1959, president of the Soccer Association and vice president of the Sports Council, billiards champion for 1967, 70 and 71 and tennis champion for 1968 and 1966. He is married and has three boys and two girls.

LETTERS: *Wright Report*

(Continued from page 7)

selfishness and élitism, and told of their social responsibilities.

This brings us back to the fundamental issues stated earlier. Consider a university library: the state paid for the building and most of the books; the staff is supported by state subsidy. The taxes of the citizenry have made the investment and continue to maintain it. Does it therefore follow that the taxpaying public is entitled to full access to this resource that it has paid for? To say "yes" seems to be the logical conclusion. It is also the conclusion that the Wright Commission has drawn, in this respect and many others. But is it the correct conclusion, that is to say, is it the one in the best interests of public post-secondary education? The question can be put in yet another way: is the model of democratic, egalitarian society directly transferable from the political to the educational sphere? The unexamined premise that it is underlies the Wright Commission Draft Report; it also underlay the discredited and unlamented Report of the University of Toronto's Commission on University Government. It is a premise that very much deserves to be studied and pondered before any set of recommendations by a government-appointed committee is imple-

mented. For the public, instead of being blandished with sweet words about "exquisite animals," accessibility, and public accountability, is entitled to be faced with a clear choice as to whom it intends to trust with post-secondary education: the bureaucrats concealed behind voiceless "democratic institutions," or the instructors operating within free and autonomous institutions of study and learning.

These autonomous institutions are the dragon that the Wright Commission intends to slay. And yet, no evidence is offered that they are any less committed than the Commission, or the state, to the principles that the Commission advocates. It is within them — their classrooms, their departments, their libraries, laboratories, and other facilities — that individuals are educated; it is there that the statistics visible in Queen's Park turn into human beings and are treated as such. To imply, as the Wright Commission does, that the state's solicitude for these individuals exceeds that of the faculty and staff of the institutions is a delusion or a bad joke. Six times removed from the classroom, on the remote pinnacle from which it contemplates the multitudinous complexities of a whole province, the state cannot see individuals, much less respond to them,

for the characteristic of an individual is precisely that he cannot be represented except by himself.

Ontario's institutions of post-secondary education are corporately weak. Most of them have only recently been called into existence by provincial bounty; only a very few count their lifetimes in decades. Those with reputations extending beyond the province are even fewer. Some are still experiencing the pangs of birth, others are suffering from the pains of precipitate and suddenly arrested expansion. All are at the complete mercy of the provincial budget. In order to fulfil their potential, they need time, encouragement, and the strength for each to affirm its educational purpose. In the babble of current social soul-searching, they must learn or remember that their overriding responsi-

bility to society is to provide their members with the finest education that they can. Instead, they now stand at the crossroads between the possibility of a corporate future and the alternative of immediate extinction beneath the steamroller of bureaucratic dictation. For one like myself who believes that, in a system of mass education, the corporate pride and traditions of each institution are the chief guardians of the integrity of the educational process, there can be no hesitation in totally repudiating the Draft Report of the Wright Commission. Nothing can follow from the false premises that it espouses except mischievous and destructive consequences.

WALTER GOFFART
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Acting Director
Centre for Medieval Studies

Combined Departments of English present brief to Commission

(Continued from page 5)

the preservation of a balance between *cost* and *value* of education. If a certain kind of education costs a great deal, it ought to be maintained only if its value is established. We believe that this kind of value has always been a criterion to be best judged by those who have traditionally seen the discipline itself as a whole and whose expertise has discerned how the parts fit the whole. Even in a discipline as popular as English, while it may be argued that a course, say, in Milton, once it has become no longer fashionable or "relevant" to study *Paradise Lost*, has ceased to justify its *cost*, we vehemently argue that the value of studying such a work with the assistance of the expertise of a fully qualified teacher cannot be seen in purely financial terms. Moreover, while it might also be argued that such a course could be offered at only one of say three universities within the thirty-mile limit, we would argue that the work of such a writer as Milton is so integral to any coherent program of English studies that it could not be omitted at any single institution without seriously impairing the program at that institution. We believe, in short, that the relationship between courses and students wishing to take them can never be reduced to one of mere supply and demand. If we are indeed charged with the transmission of the best which has been thought and said in the world, then that part of the best which does not necessarily command popularity must nonetheless be transmitted. This concern for supplying what we regard as essential invokes necessarily support for other disciplines of humane letters which traditionally have supported English studies in language and literature: the languages and literatures of the Mediterranean cultures, and their successors in Modern European Civilization. The possibility of Greek being no longer taught at university level — a possibility no doubt conceivable if judgment for discontinuance were made purely on the basis of demand — makes manifest the absurdity of judgment-making on that basis alone.

We turn, finally, to three of the Commission's later recommendations. First, the centrally important procedural recommendation, no. 52, as far as it relates to the jurisdiction of the proposed Co-ordinating Board for University needs no comment beyond the simple restatement of the cardinal principle that the establishment of new faculties and programs, and admissions policies to all faculties and programs, must not be put exclusively in the hands of bodies without the necessary academic competence. To submit the University of Toronto, especially, to such a co-ordinating board would be to submit it unnecessarily to a double public surveillance; its governance under the University of Toronto Act of 1971 already makes it, surely, subject to a sufficiently wide public accountability. The decision to cancel faculties and programs cannot be removed from the universities without endangering the balance between what must be supplied as essential to a discipline and what can be removed because of lack of demand. It

is surely in the interests of the public that such decisions be based upon the best informed opinion available.

Recommendation 61 proposes a division between the teaching and research functions of faculty members. We as students and teachers of English literature assert the inseparability of these functions. The research an instructor engages in is essential to the effectiveness of his teaching. Teaching cannot subsist in a literary discipline without research. In this connection we point to the Commission's lack of realism in seeing as typical a thirty-nine hour week for the faculty member, based upon, for undergraduate teaching in Arts and Science, two hours of preparation for each of thirteen hours of teaching. Beyond the improbability of two hours of research and preparation being sufficient for an hour of teaching, there is the committee work which accrues with seniority, there is the time, which the Commission leaves entirely out of account, spent on marking and discussing essays. Even given that a more usual teaching load for the undergraduate instructor is nine rather than thirteen hours, it seems obvious that thirty-nine hours is well below the normal workload of a university instructor.

Finally we look to Recommendation 69, and the Report's comments on Ontario's *obligation* (one would have hoped it was a task willingly embraced) "to offer like awards in order that we do not lose an intolerable proportion of our most academically gifted people." This refers, in its context, to students. It is our prediction that if the Report is implemented, when the full impact of its approach to education is felt, then the most gifted students will no longer feel the challenge to work in the universities of Ontario, nor be able to compete in the wider employment market, hampered by degrees of dubious quality. We will indeed lose an intolerable proportion of our most gifted youth, and with them may well go a very large proportion of our most academically gifted faculty.

(The brief was drafted by Prof. Barry Hayne, chairman of the Council, Profs. S. P. Rosenbaum, D. J. Dooley and George Falle; graduate student Sam Soslecki and Paul Jones, IV UC.)

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